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ABSTRACT

This report addresses various issues related to assessment, explaining that assessment is an integral process in all of Texas's Centers for Professional Development of Teachers (CPDTs). Section 1 explains that CPDTs conduct assessment to improve programs continuously, improve the authenticity of the tasks associated with mastery of teaching, assess attainment of program goals, check the congruence of program components, and generate and disseminate data on program effectiveness. Section 2 discusses whom and what CPDTs assess, looking at means for assessing people (preservice teachers, university faculty, and site-based teacher educators) and means for assessing programs (process assessment and product assessment). Section 3 examines how CPDTs use the assessment data to improve the program, foster communication and collaboration within and across CPDT's, satisfy accountability criteria in public schools and teacher education institutions, and gain financial and philosophical support for the CPDT concept. The report concludes that effective assessment is authentic, continuous and inseparable from instruction, multidimensional, collaborative, and evolving. (Contains 7 references.) (SM)

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ED 421 456

Restructuring Texas Teacher Education Series 4

Assessment

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CENTERS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

In 1991 the Texas Legislature passed legislation and authorized funding for the Centers for Professional Development of Teachers (CPDTs; originally called Centers for Professional Development and Technology). The CPDTs are designed to support collaboration among public schools, universities, regional education service centers, and other organizations to improve teacher preparation and professional development.

The purpose of the CPDTs is to totally restructure teacher education on the basis of six principles and goals:

- To restructure teacher preparation programs toward performance-centered, field-based models
- To institutionalize the new programs to include all prospective teachers for the long term, not just pilot groups for a short period
- To integrate technology into teacher preparation and to support its enhanced use in PreK–12 schools
- To prepare teachers to address the needs of culturally diverse student populations
- To extend collaboration among universities, schools, and others concerned with teacher preparation
- To establish staff development opportunities that better address the needs of all educators

In 1992 the state funded the first 8 CPDTs. By 1993 the number had increased to 14, and by 1997, to 30. The CPDTs now comprise 43 universities, 15 regional education service centers, and 113 school districts, affecting more than 300,000 students, 19,000 teachers, and 12,000 preservice teachers. The names and the locations of the CPDT universities appear on the inside back cover of this publication. The commitment by the state legislature has been significant, as indicated by the $46 million that it has provided to date.

ABOUT THIS SERIES

This series of seven reports on restructuring teacher education in Texas was produced by representatives of seven CPDT institutions that received 1997–98 grants for Partnerships for Professional Development of Teachers. The series draws on experiences of all the CPDTs, including both successes and challenges.

The seven reports are as follows:

- Field-Based Teacher Education
- Professional Development Schools
- Connecting to Improve Methods Courses
- Assessment
- Distance Learning
- Cultural Pluralism
- Technology

Assessment in Restructured Teacher Preparation

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INTRODUCTION

Assessment is an integral process in all of Texas's Centers for Professional Development of Teachers (CPDTs). It is essential in demonstrating quality of program and product and accountability to professionals and citizens.

Historically, assessment of teacher education in Texas (as well as in many other states) has taken the form of "program approval." That is, the state reviews the structure and the content of teacher preparation programs and approves those that meet its standards. Approved institutions may then recommend for licensure the candidates who complete specified requirements. The process focuses on such variables as the courses required, the size of the library, the quality of faculty, and the admission requirements.

In the current restructuring efforts of the CPDTs, what is radically different about assessment is the depth and the breadth of institutional accountability for the quality of graduates, and the reliance on data about products. This fundamental change in the focus of accountability has created an imperative to examine the philosophies, the policies, the processes, and the results that guide assessment. The imperative has recast assessment as a central element in virtually all the decisions about restructuring teacher preparation programs. Assessment and dissemination of assessment data have gained priority among higher education institutions, in part as a response to the increased demand from a variety of publics, including legislative bodies, for information about the effectiveness of graduates. This report describes assessment as it is practiced in Texas's CPDTs.

Strengthening the assessment of teacher preparation programs and holding teacher education institutions accountable for their students' effectiveness as teachers are hallmarks of the CPDT initiative in Texas. CPDT programs emphasize authentic instruction in field-based, hands-on settings and new and innovative approaches to authentic assessment. To develop effective authentic assessment, the staffs of teacher preparation programs must have a clear understanding of the programs' needs and goals. Exhibit 1 lists some of the questions frequently asked by Texas teacher educators as they examine issues associated with program quality. These questions function as advanced organizers for this discussion of assessment.

Exhibit 1
Frequently Asked Questions About Assessment of Teacher Education Programs

1. Do we have a comprehensive assessment system in place?
2. Do our students' scores on the state's Examination for the Certification of Educators in Texas (ExCET) meet or exceed the state's performance standards?
3. Is there congruence among the state's proficiencies, ExCET competencies, the course content, and the assessments of our preparation program?
4. Do we engage in effective communication and collaboration with our partners in professional development schools, other clinical settings, and the private sector?
5. Are we affecting schools positively?
6. Are our teacher education and professional development programs contributing directly to increases in student learning in PreK–12 classrooms?
7. How well do our first-year teachers perform?

Three basic issues frame this discussion of assessment:

1. Why do CPDTs conduct assessment?
2. Whom and what do CPDTs assess?
3. How do CPDTs use the assessment data?

WHY DO CPDTS CONDUCT ASSESSMENT?

Assessment of teacher preparation programs occurs for myriad reasons:

1. To improve the programs continuously
2. To improve the authenticity of the tasks associated with mastering the art and the science of teaching
3. To assess attainment of program goals
4. To check the congruence of program components
5. To generate data on program effectiveness for dissemination to legislators and other publics

Improving Programs Continuously

Assessment data are vital to relevant program change. They are needed in modifying policies and practices continuously to meet new challenges and to adjust to new realities. Technological and cultural developments in the society are complemented in teacher preparation by new research findings on adult learning, innovations in methodology, and changing regulations. The relevance of program goals and requirements, the effectiveness of recent program changes, and the competence of prospective teachers and program graduates are some of the areas requiring continuous assessment.

A comprehensive view of program quality calls for the use of a broad range of assessment tools to collect both formative and summative data. The merging of various assessment measures into a comprehensive system produces more reliable data to inform policy and promotes continuous program improvement. A systematic framework for assessment of prospective teachers' progress can be monitored throughout the preparation program by means of a system of "benchmarks" and assessment indicators. Benchmarks are written expectations—indicators of quality—introduced to students at admission to teacher preparation and applied at other checkpoints in the program: completion of student teaching or an internship, completion of the program, and completion of the induction year.

> ***"Offering prospective teachers opportunities to engage in the art and the science of teaching over an extended period is a powerful way to authenticate preparation."***

A comprehensive view of program quality also requires a systematic plan for collecting data, analyzing results, and making program changes. For an example of such a plan, see Exhibit 2, which illustrates Stephen F. Austin State University's scheme for integrating data collection into continuous program improvement through assessment of the program's needs and initiation of actions to meet those needs.

Improving the Authenticity of the Tasks Associated with Mastery of Teaching

Restructuring of preparation programs around a field-based core shifts the emphasis to more authentic instruction. Several college courses now are taught in exemplary schools where prospective teachers gradually begin to assume tasks expected of licensed teachers. Such an approach tends to mirror the reality of the classroom.

Offering prospective teachers opportunities to engage in the art and the science of teaching over an extended period is a powerful way to authenticate preparation. Students teach in supportive environments where school and university mentors model effective teaching and provide feedback to enhance the development of their competence and confidence as teachers. Some field experiences create multiple opportunities to pair prospective teachers with different mentors who model teaching excellence. Structured experiences coupled with field-based college courses provide occasions for students to relate theory to practice in the tasks associated with teaching.

Authentic assessment parallels authentic instruction. Thorough assessment of experiences, activities, and assignments informs teacher educators of the effects and the authenticity of preparation. The tools and the procedures used to assess authenticity include portfolios, observation instruments, examination of products, and evaluation of processes used in instruction.

Exhibit 2
Needs, Actions, and Assessment

Benchmark	Needs	Actions	Assessment[a]
Design Phase	More minority teachers Higher public school achievement level for total group and for each subgroup Teacher preparation program more closely related to real world of teaching and learning Skills in collaboration, technology, diversity, and integrated instruction Integration of technology into delivery of instruction	Established collaborative and applied for CPDT Established strong recruitment program in CPDT Designed student-centered field-based program Developed staff development program Began major technology program Provided inservice training for supervisors	Evaluation of response of partners to CPDT Count of number of minorities in program Evaluation of response of program participants Follow-up study Scores on Examination for the Certification of Educators in Texas (ExCET) Data from Texas Assessment of Academic Skills (TAAS) Events, evaluations, action teams, and annual evaluation
After First Year	More support for student teachers More training for mentor teachers Identification of roles and responsibilities of site professors and mentor teachers More facilities and equipment for technology training More field experience for elementary students More training for site professors More field-based sites	Added training for supervisors and mentors Doubled basic lab space and employed more staff Integrated instruction Expanded field experience Attended conferences and site meetings Opened additional sites	Evaluation by principal Review of student teachers' abilities to integrate technology into instructional delivery Evaluation by collaborative math and science council
After Second Year	Better sequence of content More technology skills More field-based sites Orientation session for new sites	Resequenced courses, experiences, and proficiencies Expanded course work Collaborated to find additional sites Met with mentor teachers at site	Evaluations by faculty, students, and teachers

Note. From Stephen F. Austin State University.
a. Assessment tools included dropout data, campus improvement plans, university long-range plans, ExCET scores, CPDT assessment teams, College of Education follow-up, teacher education records, and campus management teams.

Assessing Attainment of Program Goals

Assessment is a powerful process for determining the efficacy of all aspects of a teacher preparation program, from broad goals to the performance of individual graduates. Pratt (1980) suggests that program designers include program effectiveness and program acceptability

among the dimensions to be assessed. In CPDTs the chief indicator of program effectiveness is the performance of graduates. It is measured in the abstract by the Examination for the Certification of Educators in Texas (ExCET), a test of knowledge of educational principles that is required by the state for initial licensure. It is assessed in practice through student teaching, internship, and teaching experience. Program acceptability is related to students' satisfaction with the experiences that are designed to support their mastery of program objectives. Pratt links satisfaction with an increased likelihood that what has been learned will be remembered and used.

More and more, the evolving knowledge base in teacher education must build on the life circumstances of a broader cross-section of cultural communities if teachers are expected to be accountable for producing success among all learners. Houston, Haberman, and Sikula (1990) report, "There is a tradition in teacher education . . . that each teacher-preparing institution rediscovers its own best way of educating teachers with little or no attention to either other institutions or the research literature" (p. ix). Institutions must move beyond their narrow traditions to act on what produces student learning, drawing from the research literature and from best practices in the field. If program graduates are not effective in classrooms, teacher preparation programs can hardly boast of their own effectiveness. See Exhibit 3 for a sampling from the CPDT at Texas Southern University of the kind of benchmarks that are increasingly used in preparation programs as a strategy for communicating program expectations and as a framework for assessing attainment.

"More and more, the evolving knowledge base in teacher education must build on the life circumstances of a broader cross-section of cultural communities if teachers are expected to be accountable for producing success among all learners."

Checking the Congruence of Program Components

Teacher education programs are more than a set of courses; they are an integrated set of nonoverlapping developmental experiences for prospective teachers. Restructuring requires attention to the congruence of these multiple experiences delivered in schools and universities by school and university faculty.

Melding components of traditional teacher preparation programs with the tenets of *Learner-Centered Schools for Texas* (State Board of Education, 1995) calls for careful assessment to ensure cohesiveness rather than fragmentation of the program. It also requires stakeholders to engage in both the dismantling and the rebuilding of portions of what currently exists as structures for preparing teachers.

Restructuring teacher preparation programs requires three steps. First, stakeholders must carefully examine the basic belief statements on which current programs are designed. Second, they must compare

Exhibit 3
Benchmarks and Assessment Indicators

Benchmark	Assessment Indicator
Admission to the University	Completion of preliminary degree plan
First year	Keeping of reflective journal on early observations in field experience in Sociology 211
	Completion of new-student orientation
	Passing of Texas Academic Skills Program (TASP)
	Completion of EDCI 210, Instructional Technology
Sophomore year	Application to Teacher Certification Program at 45 semester hours and passing of all three parts of TASP (if not passed during first year)
	Finalization of degree plan
Admission to Teacher Education	Creation of portfolio entries
	Preparation of résumé
Professional development experiences	Preparation of philosophy of education
	Preparation of community profile
Junior year	Preparation of concept maps of learner-centered proficiencies
	Completion of videotape of microteaching lessons
	Preparation of sample lesson plans
	Completion of ethnographic study of learning environment
	Completion of case studies of child development
	Keeping of journal entries on classroom observations
	Keeping of sample tests
	Keeping of reflective journal
	Demonstration of proficiency in technology
	Satisfactory assessment of self on designated instruments
	Generation of other products and evaluative data
	Passing of exams
	Receipt of satisfactory evaluations from school-based educators
	Preparation of summary of monthly meetings with school-based educators
Completion of Student Teaching or Internship	Creation of portfolio entries
	Preparation of professional résumé
	Preparation of refined philosophy of education
	Completion of videotape of actual teaching lesson
	Preparation of lesson plans
	Completion of case studies of child development
	Keeping of journal entries on classroom observations
	Keeping of sample tests
	Keeping of reflective journals
	Demonstration of proficiency in technology
	Assessment of self on designated instruments
	Generation of other products and evaluative data
	Passing of exams
	Receipt of satisfactory evaluations from school-based educators
	Preparation of summary of monthly meetings with school-based educators
Completion of Program	Graduation
	Preparation of professional résumé including current transcript
	Creation of professional placement file
	Submission of transcript of required courses and overall GPA of at least 2.5
	Creation of professional portfolio
	Passing of ExCET
Completion of Induction Year	Presentation of evidence of successful teaching: sample lesson plans, samples of PreK–12 student work, self-assessment, evaluations of supervisor(s) and university-based educators
	Presentation of evidence of use of state-of-the-art technology in instructional activities
	Presentation of evidence of professional growth activities

Note. From Texas Southern University.

current beliefs with the underlying principles of learner-centered schools for congruence, and then reconcile the two. Third, stakeholders must examine the restructured program's content and processes to determine if they meet the criteria of being developmental and congruent with valid basic principles of effective teacher education. Assessment data provide the basis for these analyses of program elements.

Generating and Disseminating Data on Program Effectiveness

Teacher education—and education in general—are public enterprises. The scores of PreK–12 students on state achievement tests are published in local newspapers, and the scores of prospective teachers on ExCET are known across the state. Increasingly the public in general and the policy makers in particular are asking for comprehensive data, not superficial generalizations, on the effectiveness of teacher education programs. Relevant information about student achievement in CPDTs and their corresponding professional development schools (PDSs) is currently being integrated into a public accountability system for Texas teacher education institutions by the Texas Education Agency and the State Board for Educator Certification.

Some data are collected by the state and disseminated by it; other data are identified and collected by individual teacher preparation programs. Outsiders often use such information to judge the effectiveness of programs, but increasingly the persons responsible for teacher preparation use it for program improvement. Included in this group are school district personnel in PDSs, university faculty and administrators, preservice teachers, and state boards and committees involved in higher education.

WHOM AND WHAT DO CPDTS ASSESS?

Assessment of field-based teacher preparation programs requires a careful examination of both the groups involved and the various aspects of the programs. Effective, comprehensive assessment draws on a broad range of data. Traditional means of assessment such as tests, transcripts, rating scales, conferences, and surveys continue to be used, but they constitute only a portion of the assessment system. Nontraditional, more authentic means such as portfolios and action research broaden the scope of assessment, enabling evaluation of a wider range of outcomes in more insightful, definitive ways. See Exhibit 4.

> ***"Assessment of field-based teacher preparation programs requires a careful examination of both the groups involved and the various aspects of the programs."***

This kaleidoscope of traditional and nontraditional means of assessment generates qualitative as well as quantitative data, informal as well as formal data, and formative as well as summative data. Enlarging the number of data types and the number of sources from which data are derived ensures a more detailed analysis of the teacher

Exhibit 4
Traditional and Nontraditional Types of Assessment

Targets	Traditional Types	Nontraditional Types
People		
Preservice teachers University faculty School-based personnel	Tests: TASP, ExCET, teacher-made tests Transcripts: GPA Course completion Planning documents (for lessons, centers, units) Lesson observations Lesson evaluations Student teaching evaluations Conferencing	Self-evaluations Reflections/journals Peer evaluations Portfolios Teacher research Rubrics Performance observations
Program		
Process assessments Product assessments	Course evaluations Surveys Organizational frameworks and charts	Requirements of National Council for Accreditation of Teacher Education ExCET TAAS Databases Records of meetings

Note. From Houston Baptist University.

preparation program. The entire spectrum of participants in the teacher preparation process, as well as external sources, provides input.

Using many traditional and nontraditional means of assessment with many people in various roles provides a three-way perspective and enhances decision making. Ideally no decision is based on a single piece, type, or source of data. The variety of sources and types of data helps formulate, explicate, corroborate, refine, and extend conclusions and implications, making assessment and related decision making more comprehensive, reliable, and valid. Because the focus of assessment is both people and programs, the specifics of what is actually used can be seen by examining means for assessing people and means for assessing programs.

Means for Assessing People

The people directly engaged in teacher preparation include preservice teachers, university faculty (campus- and field-based faculty, and directors or coordinators), and site-based teacher educators (mentor teachers, school leaders, and PDS–university liaisons).

Preservice Teachers

Preservice teachers are assessed first as they are considered for admission, second as they progress through a program, and third as

they complete a program and seek licensure. University faculty, mentor teachers, preservice teachers, and their peers participate in assessment. The assessments include the following:

1. Standardized tests (TASP and ExCET)
2. Course completion, grades, GPAs, and recommendations from university faculty and PDS personnel
3. Portfolios that provide evidence of experiences, accomplishments, and proficiencies
4. Reflections and self-assessments (in journals and lesson critiques and also during conferences)
5. Feedback from peers (in peer conferences and through written critiques)
6. Evaluation by university faculty and mentor teachers on the basis of performance in clinical experiences, including student teaching

Traditional student teaching assessments that include characteristics such as dress and attendance have been replaced by instruments (such as lesson-observation forms and student-teacher rating forms) that assess preservice teachers' demonstration of the five state-adopted Learner-Centered Teacher Proficiencies. See Exhibit 5 for a listing of the five proficiencies and the related indicators used in an assessment instrument at the University of St. Thomas.

"Portfolios" are collections of data that document experiences, accomplishments, and proficiencies. A portfolio can demonstrate growth and development and provide an in-depth examination of an individual's performance across time and many dimensions. A portfolio may be reviewed by a single evaluator. More frequently it is examined by a panel of university faculty, school faculty, and peers. Many CPDTs—for example, those in the Houston Consortium of Urban Professional Development and Technology Centers—use portfolios as a means of assessing preservice teachers. (The Houston Consortium includes Houston Baptist University, Texas Southern University, the University of Houston, and the University of St. Thomas.) Exhibit 6 (see page 12) identifies types of data that preservice teachers might include in portfolios for assessment purposes.

Diverse organizational frameworks are used for portfolios for different purposes at various points in programs. Sometimes the organizational framework is predetermined for the preservice teacher. In other programs the preservice teacher is encouraged to create a unique, personally meaningful framework that meets specified

"A portfolio can demonstrate growth and development and provide an in-depth examination of an individual's performance across time and many dimensions."

Exhibit 5
Preservice Teacher Proficiency Profile

To supervisor: Please complete the following profile by circling the appropriate number or letter:
1 = Low 2 = Fair 3 = Average 4 = High 5 = Excellent N = Not Applicable.

I. Learner-Centered Knowledge

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

1. Demonstrates current knowledge in content area and related disciplines. 1 2 3 4 5 N
2. Participates in school professional development activities. 1 2 3 4 5 N
3. Contributes to the knowledge base and understands the pedagogy of the discipline. 1 2 3 4 5 N
4. Guides learners to construct knowledge and learn how to learn. 1 2 3 4 5 N
5. Selects and organizes knowledge so that students make clear connections between what is taught in the classroom and what they experience outside the classroom. 1 2 3 4 5 N
6. Encourages discussion in which both the teacher and students are valued. 1 2 3 4 5 N

Comments:

II. Learner-Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

1. Observes, evaluates, and changes directions and strategies whenever necessary. 1 2 3 4 5 N
2. Helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. 1 2 3 4 5 N
3. Effectively acquires, allocates, and conserves resources. 1 2 3 4 5 N
4. Effectively manages the learning environment by encouraging self-directed learning and modeling respectful behavior. 1 2 3 4 5 N
5. Guides learners to develop personally meaningful forms of self-assessment. 1 2 3 4 5 N
6. Responds to the needs of all learners. 1 2 3 4 5 N
7. Selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. 1 2 3 4 5 N
8. Guides students in setting individual goals and plans for reaching the destination. 1 2 3 4 5 N
9. Integrates learning experiences and various forms of assessment. 1 2 3 4 5 N
10. Takes risks in trying innovative teaching ideas. 1 2 3 4 5 N
11. Engages students in critical thinking, creativity, and problem solving in order to spark further learning. 1 2 3 4 5 N

Comments:

III. Equity in Excellence for All Learners

The teacher responds appropriately to diverse groups of learners.

1. Models a respect and sensitivity for student diversity. 1 2 3 4 5 N
2. Designs learning experiences that show consideration for diverse cultures and populations. 1 2 3 4 5 N
3. Applies or links curriculum content to community cultures. 1 2 3 4 5 N
4. Explores attitudes that foster unity. 1 2 3 4 5 N
5. Creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society. 1 2 3 4 5 N

Comments:

IV. Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

1. Demonstrates effective verbal and nonverbal communication skills. 1 2 3 4 5 N

Exhibit 5 *continued*

2. Creates an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged.	1	2	3	4	5	N
3. Works to establish strong and positive ties between the school and the community.	1	2	3	4	5	N
4. Expresses views clearly.	1	2	3	4	5	N
5. Demonstrates effective use of media and technology.	1	2	3	4	5	N
6. Models and encourages the students to develop effective listening, speaking, reading, and writing skills.	1	2	3	4	5	N
	1	2	3	4	5	N
7. Integrates questioning techniques that enable students to use different levels of thinking.	1	2	3	4	5	N
8. Communicates effectively as an advocate for each learner.	1	2	3	4	5	N

Comments:

V. Learner-Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

1. Develops professional goals.	1	2	3	4	5	N
2. Pursues opportunities to grow professionally.	1	2	3	4	5	N
3. Develops an identity as a professional.	1	2	3	4	5	N
4. Interacts effectively with colleagues.	1	2	3	4	5	N
5. Uses technological and other resources to facilitate continuous professional growth.	1	2	3	4	5	N
6. Engages in collaboration with colleagues to plan instruction, utilize materials and resources.	1	2	3	4	5	N
7. Participates with colleagues in decisions and problem solving.	1	2	3	4	5	N
8. Exhibits the highest standard of professionalism and bases daily decisions on ethical principles.	1	2	3	4	5	N
9. Demonstrates an awareness of community resources and school services.	1	2	3	4	5	N
10. Understands laws and guidelines relating to teacher responsibilities and student rights.	1	2	3	4	5	N
11. Contributes to the improvement of comprehensive educational programs and programs within specific disciplines.	1	2	3	4	5	N

Comments:

Note. From University of St. Thomas.

criteria. Some frameworks that are frequently used for organizing portfolios follow:

1. The state's Learner-Centered Teacher Proficiencies. A separate section on each proficiency presents a variety of evidence that demonstrates the preservice teacher's level of development.
2. ExCET competencies. A separate section on each competency presents a variety of evidence that demonstrates the preservice teacher's acquisition of the competency.
3. Standards developed by the university. A separate section on each standard presents a variety of evidence that demonstrates the preservice teacher's meeting of the standard.

Exhibit 6
Types of Data Often Included in Portfolios

- Journals
- Reflections, self-evaluations
- Assessments by peers
- Assessments by supervisors
- Lesson and unit plans
- Reports of action research
- Videotapes
- Photographs
- Résumés (including descriptions of experience with children)
- Transcripts (documenting completed course work and GPA)
- Statements of educational philosophy
- Test results
- Samples of preservice teacher's work
- Samples of assessments developed and used with students
- Evidence of proficiency with and use of technology
- Additional teaching artifacts

Note. From Houston Baptist University.

4. Types of data. Each section contains a different type of evidence (statement of educational philosophy, journal and other self-analyses, planning documents, samples of student work, reports of action research, critiques and other assessments by supervisors, and documentation of staff development experiences and special training) that demonstrates the preservice teacher's progress.

"Rubrics" are scoring tools that provide scales for assessing the extent of achievement so that faculty and students can measure progress. Rubrics facilitate clarity and objectivity in measurement. They identify evaluation criteria for specified attributes, thus making expectations clear to preservice teachers and enabling assessment instruments to measure accomplishment, progress, and proficiency more accurately.

Rubrics are developed by identifying the desired outcome (e.g., a product, a competence, or a process) and then listing examples of exemplary performance of that outcome, examples of appropriate but not exemplary performance, and examples of unacceptable performance.

As seen in Exhibit 7, rubrics enable more precise and effective assessment of a broad range of attributes and skills. The illustration is drawn from the first three indicators for Proficiency 1 in Exhibit 5.

University Faculty

Implementation of field-based teacher education programs initiates a change in the roles and the responsibilities of university facul-

Exhibit 7
Sample Use of Rubrics in Teacher Education

I. Learner-Centered Knowledge

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

1. Demonstrates current knowledge in content area and related disciplines.

Unacceptable Performance 1	2	**Appropriate but Not Exemplary Performance** 3	4	**Exemplary Performance** 5
Has GPA of less than 2.5		Has GPA of 2.5		Has GPA of 4.0
Has less than 24 hours in teaching field		Has 24 hours in teaching field		Has major in teaching field
Relies totally on text for content		Uses nontext materials		Relates relevant current events in teaching
Relies on text explanations		Explains concepts in simple, understandable terms		Can teach concepts in multiple ways
Ignores students' questions; provides inaccurate information		Addresses students' questions fully		Expands; challenges students to explore questions
Lesson plans do not reflect knowledge of broad scope of teaching field		Lesson plans reflect knowledge of broad scope of teaching field		Lesson plans reflect deep and broad understanding of scope of teaching field

2. Participates in school professional development activities.

1	2	3	4	5
Does not participate		Participates in school staff development		Is active participant and presenter
Passes methods course in teaching field		Earns B or better in methods course in teaching field		Contributes to understanding of instruction in teaching field
Shows no observable professional development		Has developed professional growth plan		Has developed professional growth plan; participates in wide range of activities

3. Contributes to the knowledge base and understands the pedagogy of the discipline.

1	2	3	4	5
Cannot design appropriate lesson for particular concept in teaching field		Can prepare appropriate lesson for particular concept in teaching field		Meets standards specified by teaching field discipline
Cannot describe undergirding structure of discipline		Can describe undergirding structure of discipline		Contributes to knowledge of discipline

ty. Some deliver courses on campus; others teach in the field. These different placements have unique demands and responsibilities. Although each institution has its own evaluation processes, all faculty are assessed by their department chairs. In addition, those working directly

Exhibit 8
Student Teacher Evaluation of University Supervisor

Name of Supervisor: Semester (circle): Fall/Spring 19___

Please help us in obtaining feedback on the quality of the university supervision we provide our student teachers by completing the brief questionnaire below. Please check the appropriate response.

1. Was accessible when I made my needs known and kept appointments as agreed.
   Seldom Often Consistently
   Suggestions:

2. Watched me teaching in _____ (number) classes.
   Suggestions:

3. Worked effectively with my mentor teacher and me.
   Seldom Often Consistently
   Suggestions:

4. Provided descriptions of my teaching behavior and made suggestions to improve my instructional effectiveness.
   Seldom Often Consistently
   Suggestions:

5. Kept me informed of my progress.
   Seldom Often Consistently
   Suggestions:

6. I would recommend my supervisor to students enrolling in student teaching.
   Yes No
   Comments:

Note. From University of St. Thomas.

with schools are evaluated by administrators and teachers in the schools. Preservice teachers assess faculty (including campus-based faculty, field-based faculty, and student teaching or internship supervisors) using forms such as Exhibit 8.

Site-Based Teacher Educators

Field-based teacher educators play a major role in the development and the preparation of preservice teachers. Assessing the effectiveness of site-based teacher educators is essential. Among this group are mentors or classroom teachers who provide observation and teaching experiences for preservice teachers, school leaders who help administer the PDSs, and PDS–university liaisons who supervise preservice teachers and maintain effective communication between the university and the PDS. Mentors, school leaders, and PDS–university liaisons are assessed using forms similar to Exhibit 9. Such assessments provide data on which to evaluate performance and facilitate improvement.

Exhibit 9
Assessment of Mentor Teacher

1. Did your supervising teacher show genuine, personal concern for your teaching experiences?
2. Did your supervising teacher instigate initial rapport? Were you made to feel welcome?
3. Did your supervising teacher generally acquaint you with the room, the building, the teachers' lounge, the restrooms, and your fellow teachers before you began to teach part-time?
4. Were you gradually absorbed into the teaching program as opposed to feeling pushed, ignored, or imposed on?
5. Did your supervising teacher give you simple teaching assignments (in 10- to 15-minute time spans) as a beginning step in your program?
6. Did your supervising teacher give you comments on, explanations of, or evaluations of your first performances in the classroom?
7. Did your supervising teacher offer support in the areas of student conduct and discipline?
8. Were you free to question your supervising teacher?
9. Did your supervising teacher guide you in the basics, such as keeping a grade book, marking lesson plans, executing fire drills, and working with computer grade sheets?
10. Did your supervising teacher either give you or allow you to share a desk, a text, a grade book, and school supplies?
11. Did your supervising teacher encourage you to be creative and try new approaches within the bounds of school policy and good judgment?
12. Would you recommend your supervising teacher to your director of field experiences?
    Please share the good, fair, or poor characteristics of your supervising teacher.
    Good:
    Fair:
    Poor:
13. Rate your overall student teaching experience:
    Excellent: helpful and productive
    Good: better understanding of the teacher's role
    Fair: limited progress
    Poor: unguided or overdisciplined
14. List specific ways that your supervising teacher could have improved your field experiences.

Note. From University of St. Thomas.

Means for Assessing Programs

Program assessment includes analysis of both processes and products using a wide array of tools. Analysis of processes focuses on documents demonstrating curriculum alignment, collaboration, and learning processes. Analysis of products focuses on data assessing the performance

"The performance of graduates provides the ultimate measure of the quality of teacher preparation programs."

of program graduates on ExCET and in actual classroom teaching, and data assessing the effect of a program on the children and the teachers in the program's PDSs.

Process Assessment

Exhibit 10 illustrates curriculum alignment of a program with state proficiency and competency statements. By designating specific courses that are responsible for each Learner-Centered Proficiency and each ExCET competency and by examining the substance of these courses, CPDT staff can analyze the content validity of their program. Further, they can evaluate completeness, continuity, concept development and demonstration, and nuances of the preparation program by comparing them with the Learner-Centered Proficiencies and the ExCET competencies. Additionally, matrices can document the program's plan for development of specific curriculum components. A plan for integration of technology throughout a program is one example.

Added to these descriptive measures of program processes are informal and formal assessments by the various program participants. Ongoing informal evaluation occurs during conferences and meetings (e.g., conferences with students, meetings of faculty, and meetings of PDS teacher or administrator advisory committees). More formal evaluation transpires through course evaluations and surveys of faculty, mentors, and graduates.

Product Assessment

The performance of graduates provides the ultimate measure of the quality of teacher preparation programs. Compilations and analyses of ExCET data, analyses of portfolios, analyses of measures of performance in internships or student teaching, and reviews of follow-up information on graduates (which includes employment data) form the basis of product assessment. In future program assessments, data on the performance of graduates during their first year of teaching will be accessible and included in program accountability systems.

CPDT programs also compile and analyze TAAS data from their PDSs because part of each center's mission is to improve student learning in its PDSs. Program assessment sometimes includes additional PDS data such as the following:

1. Attendance rates of students and teachers
2. Teachers' participation in staff development
3. Teachers' assessments of changes in their instructional practices as a result of their school's participation as a PDS

Exhibit 10
Sample Use of a Framework to Relate Proficiencies and Competencies to Instruction

State Teacher Proficiency	ExCET Competency	Courses in Which Proficiencies and Competencies Are— Introduced	Reinforced
Learner-centered knowledge. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.	*ExCET Content-Area Competencies of Licensure Areas Offered in Program*	**EDUC** 3104, 3204	**EDUC** 4305
"The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals."	The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.		
"As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom."	The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.	**EDUC** 3104, 3204	**MS** 3376, 4331 4332, 4333 4335, 4336 4337, 4338
"As students probe these relationships, the teacher encourages discussion in which both the teacher's and the students' opinions are valued."	The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.	**EDUC** 3104, 3204	**MS** 4332, 3333
"To further develop multiple perspectives, the teacher integrates other disciplines, learners' interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible."	The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning, and creates a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.	**EDUC** 3104, 3204, 3303	**EDUC** 4305, 4338 **RDGED** 3201, 3101, 3303 **MS** 4332
"The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. . . . Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline."	Note: This aspect of the proficiency is assessed on the ExCET content-area tests.		
"As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation."	The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.	**EDUC** 3303	**MS** 3376, 4331 4332, 4333 4335, 4336 4337, 4338

Note. EDUC = Education, MS = Multidisciplinary Studies, RDGED = Reading Education. From University of St. Thomas.

HOW DO CPDTS USE THE ASSESSMENT DATA?

The value of program assessment is determined by the ways in which CPDTs use the data. If the data are not used for purposeful and beneficial reasons, they need not have been collected at all. Assessment data can be used in four major ways:

1. To improve the program
2. To foster communication and collaboration within and across CPDTs
3. To satisfy accountability criteria
4. To gain financial and philosophical support for the CPDT concept

Improving the Program

One of the major ways in which assessment data are used is for program improvement. Ideally all participants view the program as a dynamic entity that is responsive to major changes and fine tuning. If participants recognize that their feedback can substantially influence the nature of the teacher preparation program, they are more likely to respond to assessment instruments seriously and thoughtfully. Creative forms of obtaining feedback have grown out of the new CPDT programs. For example, the University of Houston has established a PUMA (Pedagogy for Urban and Multicultural Action) Student Advisory Board made up of one peer-elected representative from each of eight field-based cluster sites. These students meet before the monthly CPDT faculty meetings to discuss their concerns with the program director. The issues are addressed by the faculty, usually in collaboration with the student board, at the subsequent faculty meeting. Another example is that the directors of the program visit the PDSs once a semester to discuss the program's effectiveness from the perspective of principals and teachers. Recommendations for program improvement are gathered in this way.

Typically all program participants—students, university-based personnel, school-based personnel, and administrators—give and receive feedback. Furthermore, the program obtains feedback from external sources, which often bring new insights and new resources. Examples of external sources include faculty outside the teacher education department, school district personnel directors, principals who employ program graduates, and state agencies. The more varied the sources of feedback, the more thorough the program assessment.

Analysis of the data is a collaborative process resulting in "correctives" (suggestions for change) that can be systematically cycled back into the program. Implementation of correctives occurs at specified times that coincide with designated program benchmarks. It is

instituted by planning a schedule for administering assessments, collecting data, analyzing results, and implementing changes. Implementation of correctives that affect the total program is managed by the program directors. Implementation of correctives that are more local in nature—for example, those that affect a particular school site—may be managed by the university faculty member, the principal, and the teachers at that site.

Scheduled, formal correctives might include recommending remediation for selected students before allowing them to move on to student teaching, determining course curriculum at the beginning of a semester, and deciding whether or not to continue the program at a specific site. The assessment system also needs to be flexible enough to handle unanticipated feedback so that decisions can be made collaboratively and implemented as needed. These kinds of correctives might include changing the placement of a student teacher, arranging an in-service session for site teachers on a timely issue, or developing a growth plan for an intern. See Exhibit 11 for examples of two categories of program correctives, those implemented spontaneously and those implemented according to a set schedule of benchmarks. Note that the feedback comes from a variety of sources.

Implementing change as part of an assessment-analysis-change model is illustrated in Exhibit 12, the University of Houston's design for program assessment. Both formal and informal assessment measures are used. The formal measures include standard instruments. The informal measures are facilitated by communication networks that operate continuously throughout the program. These networks, such as monthly meetings of the Operations Committee of the Houston Area Teacher Center or regularly scheduled meetings of supervisors of student teachers, do not exist for the purpose of program evaluation, but evaluation often is a by-product of the interactions. The formal assessments center on predetermined questions and result in answers (often creative) to those articulated questions. The informal assessments are not guided by predetermined questions, so unanticipated insights may emerge. Exhibit 12 includes a sample of the University of Houston's assessment sources, which can be categorized as formal and informal, internal and external. The exhibit also depicts the ongoing interrelatedness of the program's goals (attainment of the state proficiencies and the ExCET competencies) and the correctives that feed into the assessment design.

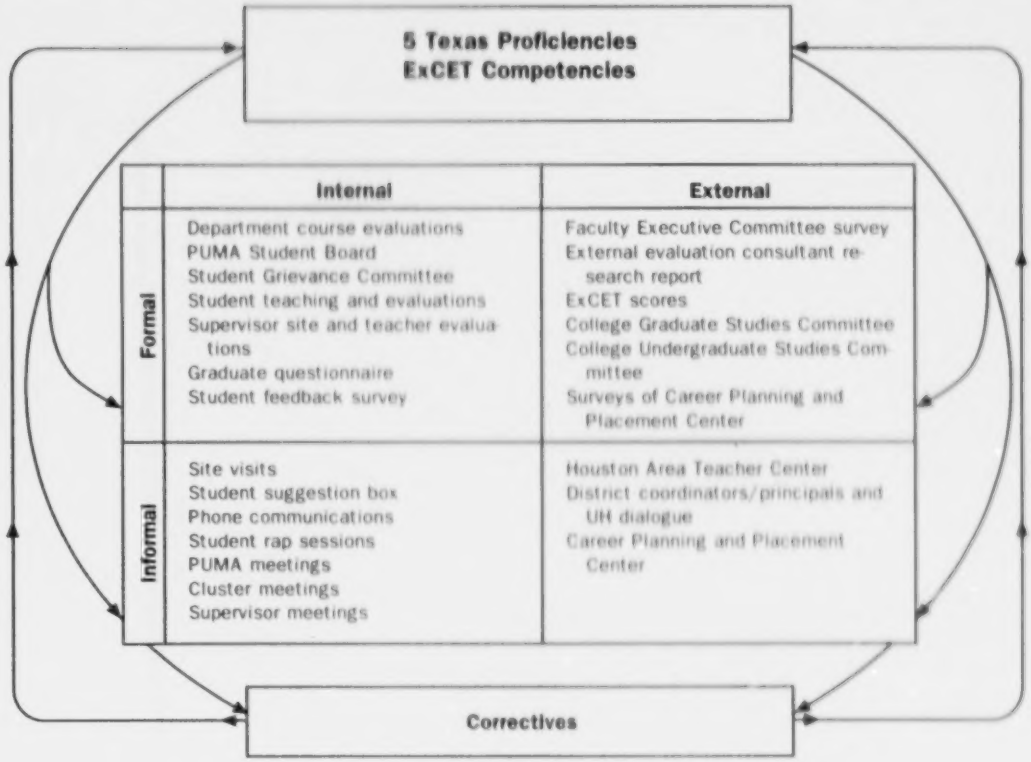
"The assessment system also needs to be flexible enough to handle unanticipated feedback so that decisions can be made collaboratively and implemented as needed."

Exhibit 11
A Sampling of Programmatic Correctives

Source	Feedback	Action
Spontaneous Implementation of Correctives		
All program participants	Communication among sites and between university and schools is poor.	More documentation of student requirements to be written, articulation of roles to be clearer, phone lists of all school and university faculty to be distributed to all participants.
Students	Integrated unit assignment reflects conflicting requirements.	Assignment collaboratively modified by instructors.
University supervisors, cooperating teachers	Student teacher would benefit from higher grade level.	Student teaching placement changed.
University faculty, site faculty	Student is not exhibiting professional behavior.	Growth plan developed.
Principals, teachers	Teachers feel unsure of responsibilities toward interns.	Inservice session on mentoring arranged for site participants.
	Teachers are reluctant to accept student teachers in spring because doing so interferes with TAAS preparation.	Committee formed to investigate innovative ways for student teachers to enhance TAAS preparation.
Scheduled Implementation of Correctives		
Students	Full-time commitment conflicts with financial need to work.	Part-time program instituted.
Teacher center board	New field-based program limits district access to university students.	Student teachers not to be required to remain at pre-student teaching site; students to be allowed to choose any district for student teaching.
District	Student teachers should experience beginning of school although their doing so would conflict with university calendar.	All cooperating teachers contacted by field director and encouraged to invite students to beginning of school on voluntary basis.
University faculty	More interactions are needed among university faculty.	Weekly faculty meetings scheduled.
Teachers	Requirements for students to teach certain lessons interfere with curriculum.	Requirements to be site specific and decided on collaboratively by university faculty and site teachers.
Cooperating teachers of student teachers	Some university supervisors do not include cooperating teacher in assessment of student teacher and do not give enough guidance to teacher in how to observe student teacher effectively.	Special observation forms made available to cooperating teachers; supervisors encouraged to collaborate more with teachers; sessions

Note. From University of Houston.

Exhibit 12
Continuous Program Assessment Model



Note. From University of Houston.

Shared use of assessment data can strengthen collaboration and communication. Collaboration and communication among participants are vital components of a CPDT. Many stakeholders are involved in the collection and the analysis of assessment data. Sharing the data benefits all of them. Exciting problem-solving dialogue can occur as participants interpret data and decide on plans of action. For example, CPDT staff might collect feedback from university faculty and students regarding the effectiveness of a site. After sharing such information with the site members, staff might arrange a collaborative discussion concerning what to reinforce and what to change. Similarly, CPDT staff might

Fostering Communication and Collaboration Within and Across CPDTs

> ***"Accountability is a major factor in Texas education. The public increasingly demands independent assurance that education is effective."***

gather data on program graduates' performance in their first year of teaching. They might then share the data with site-based and university faculty to stimulate problem-solving discussions, which might deal with altering roles or offering students a more varied field experience.

Sharing assessment data across CPDTs can be instrumental in fostering communication and collaboration on a broader plane. For example, the universities that make up the Houston Consortium of Urban Professional Development and Technology Centers meet every six to eight weeks to share ideas, concerns, and relevant topics. Meetings include progress reports from each entity and a discussion of concerns particular to each CPDT. Questions that arise from these reports often become agenda items for subsequent meetings. Topics that have been discussed include staffing of a field-based program; the special needs of CPDTs at small, private institutions; uses of technology; writing proposals for grants; and outside evaluation possibilities. In addition, all CPDTs in Texas convene yearly to share ideas.

Data on programs also are important in communications with external constituents such as parents in PDSs, legislators considering the effectiveness of the CPDTs, and administrators making funding decisions. Positive conclusions drawn from firm data are important to public relations.

Satisfying Accountability Criteria

Accountability is a major factor in Texas education. The public increasingly demands independent assurance that education is effective. No longer must high school students simply pass courses to graduate from high school; they also must pass the state-mandated TAAS. Similarly, prospective teachers must pass the state's ExCET as well as their college courses to be licensed. Further, schools and teacher education institutions are being held accountable through measures of the effectiveness of their programs.

Public Schools

Schools are held accountable for the performance of their students. Each fall every school and its school district receives a one-page report card from the Texas Education Agency charting the school's status and progress under the state's Academic Excellence Indicator System. The system reports data such as students' performance on TAAS, which measures achievement in mathematics, reading, and writing and is summarized for each grade level for all students and by race and gender subgroups. Student attendance, dropout rates, the percentage of high school students taking Advanced Placement courses,

Exhibit 13
Criteria for Rating Schools under the Texas Academic Excellence Indicator System

Factor	Exemplary	Recognized	Academically Acceptable	Academically Unacceptable
Percentage of all students passing each TAAS content test	At least 90%	At least 75%	At least 35%	Less than 35%
Percentage of students passing each TAAS content test by subgroup: (1) African-American, (2) Hispanic, (3) white, (4) Asian-American, and (5) economically disadvantaged	At least 90%	At least 75%	At least 35%	Less than 35%
Average attendance rate	At least 94%	At least 94%	At least 94%	Less than 94%
Dropout rate of secondary schools	Less than 1%	Less than 3.5%	Less than 6%	6% or more

and the experience levels of teachers are other data included in the accountability system.

Schools are rated as "exemplary," "recognized," "academically acceptable," and "academically unacceptable." See Exhibit 13 for the criteria on which these ratings are based. Results are reported not only to school officials but also to local media and parents.

Teacher Education Institutions

During the past three years, an accountability system for teacher education has been developed and is being tested. To introduce the concept, the state issued "report cards" to all teacher education programs in fall 1996. On September 1, 1998, the system will become the basis for classifying teacher preparation institutions and holding them accountable.

Initially, institutions are accountable for the percentage of their students passing ExCET. This percentage applies not only to all students recommended for licensure but also to demographic subgroups: African-American, Hispanic, white, other, male, and female. In 2002 this measure will be broadened to include passing scores on ExCET for each licensure field offered by the institution. Also effective in 2002, teacher education institutions will be held responsible for students meeting performance requirements during their first two years as teachers. The specific requirements of this appraisal system have yet to be adopted by the State Board for Educator Certification.

Each program is rated "accredited," "accredited under review," or "not accredited." A program that does not meet the standards for accredited status is classified as accredited under review and is reviewed by an appointed oversight team of educators. If the institution has not met accreditation standards after three years, it becomes classified as not accredited, and it may no longer recommend persons for licensure.

Other data required by the State Board for Educator Certification to ensure access to programs and equity include the number of candidates who (1) apply, (2) are admitted, (3) are retained, (4) complete the program, (5) are employed in the profession after completing the program, and (6) are retained in the profession.

Gaining Support for the CPDT Concept

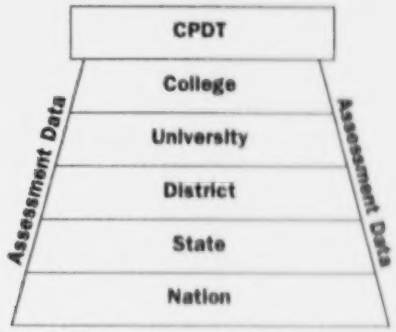
An important use of assessment data is to gain support for the CPDT model of teacher education. Data attesting to the success of teachers trained in this fashion and to the positive effect of such a program on school sites can be disseminated to various interested audiences. Currently the concept of school-based teacher education has fragile support (Darling-Hammond, 1994). Yet financial and policy support from a variety of sources is necessary for the concept to thrive. By publishing assessment data in educational journals and by presenting findings at conferences, CPDT staff can convince those at the college, university, district, state, and national levels of the value of this model in training teachers and in transforming education. Exhibit 14 identifies the levels of suppport buttressed by assessment data.

Within colleges of education, data encourage leadership teams to support restructured programs by providing information on program outcomes and needs. In 1997 the Texas Coordinating Board for Higher Education decided to weight school-based courses 1-1/2 times greater than campus-based courses to compensate faculty for the heavier workload. Similarly, deans of education can use data to help them negotiate at the university level for a reallocation of funds in favor of restructured, field-based programs. Research institutes can highlight findings about teaching and learning to add to the knowledge base of effective educational practice.

> ***"Evaluators of CPDT programs have concluded that teachers' performance improves and students' achievement increases in schools where substantial teacher education activity occurs."***

School districts in which CPDT programs are located have become strong advocates of school-based teacher education programs. Evaluators of these programs have concluded that teachers' performance improves and students' achievement increases in schools where substantial teacher education activity occurs (Houston Consortium, 1995). Sharing both general findings and specific information on individual schools promotes stronger support from school districts. For

Exhibit 14
Levels of Support Buttressed by Assessment Data



example, Houston Independent School District pays mentors of student teachers $500 per year. Districts can release some teachers who assume added responsibilities in teacher education programs and can protect PDS sites from overcrowding so that a room in the partner school is available for university courses.

Data on teacher retention and evaluations need to be collected and analyzed. Because of high attrition rates, school districts spend considerable money on recruitment of new teachers and mentoring of first-year teachers. Demonstrating that CPDT programs reduce these costs might encourage school districts to reallocate some of the funds supporting such efforts. Tracking prospective teachers throughout their careers recently became feasible as a result of a new statewide computerized personnel system.

State, national, and private funding may offer other possibilities for support. Texas has committed itself to improved teacher education through CPDTs. If data show the effectiveness of the CPDT model, they may greatly increase the chances for continued and expanded support. As Clark and Plecki (1997) note,

> Professional Development School advocates will need to be able to speak with clarity about both the costs and benefits of their programs. They will need to demonstrate that their results are better than those from other approaches to pre-service training, continuing education, inquiry, and school renewal that require similar expenditures. Comparable arguments will have to be used by school districts

to convince policy makers to shift funds to PDSs from other approaches to professional development and school renewal. (p. 153).

CONCLUSION

This report addresses some issues relating to assessment. Unfortunately a simple one-assessment-fits-all program does not exist. Teacher preparation entities and personnel must analyze their own goals, programs, students, and partners in order to design effective assessment instruments and procedures. The following guidelines for effective assessment suggested by Tompkins and McGee (1993) provide a fitting summary for teacher educators concerned with the efficacy and the validity of assessment programs. Effective assessment is

- Authentic
- Continuous and inseparable from instruction
- Multidimensional
- Collaborative
- Evolving

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